



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 4

Test Date: March 2009  
Code: 11531396  
SAU: South Bristol School Dept  
School: South Bristol Elementary School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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# SUMMARY OF SCORES

Test Date: March 2009

Grade: 4

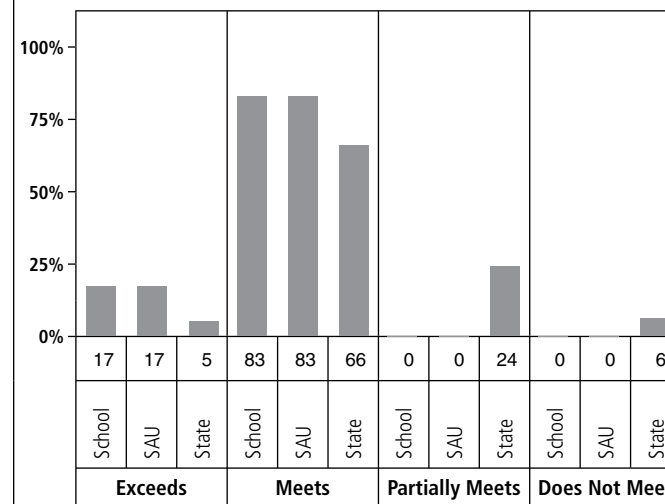
SAU: South Bristol School Dept

School: South Bristol Elementary School

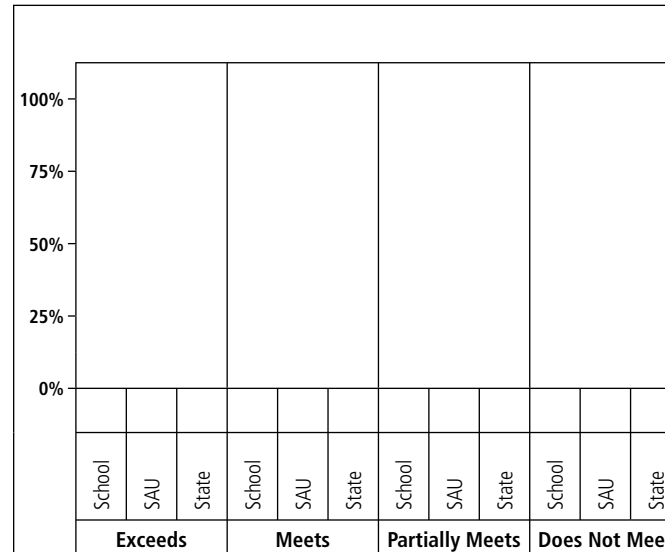
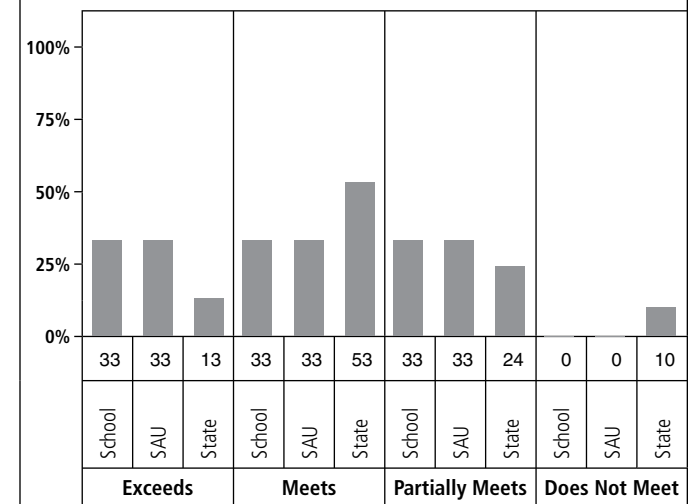
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	451	451	445
2007–2008	447	447	445
<b>2008–2009</b>	<b>452</b>	<b>452</b>	<b>446</b>
Cum. Avg.*	449	449	445
<b>Mathematics</b>			
2006–2007	450	450	445
2007–2008	448	448	445
<b>2008–2009</b>	<b>450</b>	<b>450</b>	<b>446</b>
Cum. Avg.*	449	449	445

### ELA – READING



### MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 4  
SAU: South Bristol School Dept  
School: South Bristol Elementary School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	6	100	6	100	13805	100	6	100	6	100	13737	100	6	100	6	100	13746	100						
<b>Ethnicity</b> African American/Black	0	0	0	0	419	3	0	0	0	0	410	98	0	0	0	0	416	99						
American Indian or Native Alaskan	0	0	0	0	125	1	0	0	0	0	124	99	0	0	0	0	124	99						
Asian or Pacific Islander	0	0	0	0	229	2	0	0	0	0	223	97	0	0	0	0	227	99						
Hispanic	0	0	0	0	149	1	0	0	0	0	148	99	0	0	0	0	148	99						
Caucasian/White	6	100	6	100	12883	93	6	100	6	100	12832	100	6	100	6	100	12831	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	0	0	0	0	2383	17	0	0	0	0	2366	100	0	0	0	0	2364	99						
<b>Current LEP</b>	0	0	0	0	377	3	0	0	0	0	362	96	0	0	0	0	373	99						
<b>Economically disadvantaged</b>	1	17	1	17	5819	42	1	100	1	100	5782	99	1	100	1	100	5788	100						
<b>Migrant</b>	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	6	100	6	100	10439	76	6	100	6	100	10471	76						
Identified disability (PET/IEP)	0	0	0	0	351	3	0	0	0	0	367	4						
LEP	0	0	0	0	171	2	0	0	0	0	172	2						
504 plan	0	0	0	0	92	1	0	0	0	0	90	1						
<b>Participation with accommodations</b>	0	0	0	0	3142	23	0	0	0	0	3138	23						
Identified disability (PET/IEP)	0	0	0	0	1860	59	0	0	0	0	1860	59						
LEP	0	0	0	0	186	6	0	0	0	0	198	6						
504 plan	0	0	0	0	71	2	0	0	0	0	73	2						
Other	0	0	0	0	1060	34	0	0	0	0	1043	33						
<b>Participation through alternate assessment (PAAP)</b>	0	0	0	0	155	1	0	0	0	0	137	1						
Identified disability (PET/IEP)	0	0	0	0	155	100	0	0	0	0	137	100						
LEP	0	0	0	0	4	3	0	0	0	0	3	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	1	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	11	0	0	0	0	0	11	0						
<b>Non-participation – other</b>	0	0	0	0	57	0	0	0	0	0	48	0						

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 4  
SAU: South Bristol School Dept  
School: South Bristol Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 462–480)	2006-2007	0	0	0	0	507	4
	2007-2008	1	9	1	9	559	4
	<b>2008-2009</b>	<b>1</b>	<b>17</b>	<b>1</b>	<b>17</b>	<b>672</b>	<b>5</b>
	Cum. Total*	2	9	2	9	1738	4
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 442–460)	2006-2007	6	100	6	100	8749	63
	2007-2008	8	73	8	73	8308	59
	<b>2008-2009</b>	<b>5</b>	<b>83</b>	<b>5</b>	<b>83</b>	<b>8917</b>	<b>66</b>
	Cum. Total*	19	83	19	83	25974	63
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 432–440)	2006-2007	0	0	0	0	3467	25
	2007-2008	2	18	2	18	3922	28
	<b>2008-2009</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3241</b>	<b>24</b>
	Cum. Total*	2	9	2	9	10630	26
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 400–430)	2006-2007	0	0	0	0	1165	8
	2007-2008	0	0	0	0	1264	9
	<b>2008-2009</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>751</b>	<b>6</b>
	Cum. Total*	0	0	0	0	3180	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	36.5	76.0	36.5	76.0	31.6	65.8
A1/A2 Interconnected Elements/Literary Text	24	50	19.0	79.2	19.0	79.2	16.1	67.1
A1/A3 Interconnected Elements/Informational Text	24	50	17.5	72.9	17.5	72.9	15.5	64.6

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:  
<http://www.maine.gov/education/lres/pei/index.html>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 4  
 SAU: South Bristol School Dept  
 School: South Bristol Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	6	1	17	5	83	0	0	0	0	452	6	17	83	0	0	452	13581	5	66	24	6	446
<b>Ethnicity</b>																						
African American/Black	0										0						408	2	51	31	16	441
American Indian or Native Alaskan	0										0						122	1	59	34	6	444
Asian or Pacific Islander	0										0						221	9	62	22	7	447
Hispanic	0										0						146	1	64	28	6	445
Caucasian/White	6	1	17	5	83	0	0	0	0	452	6	17	83	0	0	452	12684	5	66	24	5	446
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	0										0						2211	1	39	42	18	439
No	6	1	17	5	83	0	0	0	0	452	6	17	83	0	0	452	11370	6	71	20	3	448
<b>Current LEP</b>																						
Yes	0										0						357	3	42	36	19	440
No	6	1	17	5	83	0	0	0	0	452	6	17	83	0	0	452	13224	5	66	24	5	446
<b>Economically disadvantaged</b>																						
Yes	1										1						5677	2	57	32	9	443
No	5	1	20	4	80	0	0	0	0	452	5	20	80	0	0	452	7904	7	72	18	3	448
<b>Migrant</b>																						
Yes	0										0						6	0	67	33	0	445
No	6	1	17	5	83	0	0	0	0	452	6	17	83	0	0	452	13575	5	66	24	6	446
<b>Gender</b>																						
Female	4										4						6580	7	68	21	5	448
Male	2										2						7001	3	64	27	6	445
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	2										2						2127	1	48	42	9	441
No	4										4						11454	6	69	20	5	447
<b>Gifted/talented program</b>																						
Yes	1										1						324	27	72	1	0	458
No	5	1	20	4	80	0	0	0	0	452	5	20	80	0	0	452	13257	4	65	24	6	446

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
 Grade: 4  
 SAU: South Bristol School Dept  
 School: South Bristol Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										0						4	2	45	36	17	441
B. less than one hour	67	0	0	4	100	0	0	0	0	451	67	0	100	0	0	451	75	5	67	23	4	447
C. one to two hours	33	1	50	1	50	0	0	0	0	456	33	50	50	0	0	456	18	5	67	23	5	447
D. more than two hours	0										0						2	3	45	36	16	442
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	50	1	33	2	67	0	0	0	0	456	50	33	67	0	0	456	40	8	71	17	4	449
B. good	50	0	0	3	100	0	0	0	0	449	50	0	100	0	0	449	45	3	66	25	5	446
C. fair	0										0						13	1	54	35	10	442
D. poor	0										0						2	0	39	42	19	439
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	50	0	0	3	100	0	0	0	0	451	50	0	100	0	0	451	31	8	69	19	4	448
B. They match some of what I have learned.	50	1	33	2	67	0	0	0	0	454	50	33	67	0	0	454	53	4	68	23	4	447
C. They match just a little of what I have learned.	0										0						11	2	54	35	10	442
D. There is no match.	0										0						4	1	39	40	20	439
<b>How hard was the reading part of this test?</b>																						
A. harder than my regular schoolwork	33	0	0	2	100	0	0	0	0	451	33	0	100	0	0	451	19	4	54	31	11	443
B. about the same as my regular schoolwork	67	1	25	3	75	0	0	0	0	453	67	25	75	0	0	453	63	6	69	22	4	447
C. easier than my regular schoolwork	0										0						18	4	68	23	5	446
<b>How hard were the reading passages on this test?</b>																						
A. Most of the passages were harder than what I normally read.	17	0	0	1	100	0	0	0	0	446	17	0	100	0	0	446	13	0	39	43	17	439
B. Most of the passages were about the same as what I normally read.	50	0	0	3	100	0	0	0	0	450	50	0	100	0	0	450	52	4	69	24	4	446
C. Most of the passages were easier than what I normally read.	33	1	50	1	50	0	0	0	0	459	33	50	50	0	0	459	35	9	72	16	3	449
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	0										0						21	8	68	19	5	448
B. 20 minutes to an hour	83	1	20	4	80	0	0	0	0	452	83	20	80	0	0	452	55	5	70	21	4	447
C. less than 20 minutes	0										0						13	2	57	33	8	443
D. I rarely read at home.	17	0	0	1	100	0	0	0	0	456	17	0	100	0	0	456	11	1	51	37	11	442
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	0										0						25	3	59	30	8	444
B. six to ten pages	50	0	0	3	100	0	0	0	0	449	50	0	100	0	0	449	24	4	64	26	6	445
C. eleven or more pages	50	1	33	2	67	0	0	0	0	456	50	33	67	0	0	456	51	7	70	20	4	448
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 4  
SAU: South Bristol School Dept  
School: South Bristol Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 462–480)	2006-2007	1	17	1	17	1054	8
	2007-2008	1	9	1	9	1321	9
	<b>2008-2009</b>	<b>2</b>	<b>33</b>	<b>2</b>	<b>33</b>	<b>1712</b>	<b>13</b>
	Cum. Total*	4	17	4	17	4087	10
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 442–460)	2006-2007	4	67	4	67	7394	53
	2007-2008	8	73	8	73	7079	51
	<b>2008-2009</b>	<b>2</b>	<b>33</b>	<b>2</b>	<b>33</b>	<b>7270</b>	<b>53</b>
	Cum. Total*	14	61	14	61	21743	52
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 430–440)	2006-2007	1	17	1	17	3729	27
	2007-2008	1	9	1	9	3955	28
	<b>2008-2009</b>	<b>2</b>	<b>33</b>	<b>2</b>	<b>33</b>	<b>3219</b>	<b>24</b>
	Cum. Total*	4	17	4	17	10903	26
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 400–428)	2006-2007	0	0	0	0	1735	12
	2007-2008	1	9	1	9	1642	12
	<b>2008-2009</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1408</b>	<b>10</b>
	Cum. Total*	1	4	1	4	4785	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>48</b>	<b>100</b>	32.7	68.1	32.7	68.1	30.8	64.2
<b>A. Number</b>	<b>20</b>	<b>42</b>	14.2	71.0	14.2	71.0	12.5	62.5
<b>B. Data</b>	<b>8</b>	<b>17</b>	5.3	66.3	5.3	66.3	5.3	66.3
<b>C. Geometry</b>	<b>10</b>	<b>21</b>	6.0	60.0	6.0	60.0	6.5	65.0
<b>D. Algebra</b>	<b>10</b>	<b>21</b>	7.2	72.0	7.2	72.0	6.5	65.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

# MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009  
 Grade: 4  
 SAU: South Bristol School Dept  
 School: South Bristol Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	6	2	33	2	33	2	33	0	0	450	6	33	33	33	0	450	13609	13	53	24	10	446
Ethnicity																						
African American/Black	0										0						415	5	41	30	24	439
American Indian or Native Alaskan	0										0						123	12	46	28	13	445
Asian or Pacific Islander	0										0						225	22	45	20	12	448
Hispanic	0										0						147	3	58	30	10	443
Caucasian/White	6	2	33	2	33	2	33	0	0	450	6	33	33	33	0	450	12699	13	54	23	10	447
Not Reported	0										0						0					
Identified disability																						
Yes	0										0						2227	3	34	33	30	437
No	6	2	33	2	33	2	33	0	0	450	6	33	33	33	0	450	11382	14	57	22	7	448
Current LEP																						
Yes	0										0						370	7	35	31	27	439
No	6	2	33	2	33	2	33	0	0	450	6	33	33	33	0	450	13239	13	54	23	10	447
Economically disadvantaged																						
Yes	1										1						5704	6	48	30	16	442
No	5	1	20	2	40	2	40	0	0	446	5	20	40	40	0	446	7905	18	57	19	6	450
Migrant																						
Yes	0										0						6	17	33	50	0	448
No	6	2	33	2	33	2	33	0	0	450	6	33	33	33	0	450	13603	13	53	24	10	446
Gender																						
Female	4										4						6591	12	54	24	11	446
Male	2										2						7018	13	53	24	10	447
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	2										2						2131	3	41	38	18	440
No	4										4						11478	14	56	21	9	448
Gifted/talented program																						
Yes	1										1						324	64	34	2	0	464
No	5	1	20	2	40	2	40	0	0	446	5	20	40	40	0	446	13285	11	54	24	11	446

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
 Grade: 4  
 SAU: South Bristol School Dept  
 School: South Bristol Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										0						4	4	37	30	28	438
B. less than one hour	67	1	25	1	25	2	50	0	0	448	67	25	25	50	0	448	75	13	55	23	9	447
C. one to two hours	33	1	50	1	50	0	0	0	0	454	33	50	50	0	0	454	18	12	54	24	10	446
D. more than two hours	0										0						2	7	39	29	25	440
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	33	1	50	1	50	0	0	0	0	458	33	50	50	0	0	458	37	22	56	16	7	451
B. good	50	1	33	1	33	1	33	0	0	448	50	33	33	33	0	448	45	9	56	25	9	446
C. fair	17	0	0	0	0	1	100	0	0	440	17	0	0	100	0	440	14	3	46	34	17	440
D. poor	0										0						3	2	33	35	29	436
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	50	1	33	2	67	0	0	0	0	454	50	33	67	0	0	454	35	19	56	19	7	450
B. They match some of what I have learned.	33	0	0	0	0	2	100	0	0	438	33	0	0	100	0	438	51	11	56	25	8	446
C. They match just a little of what I have learned.	17	1	100	0	0	0	0	0	0	462	17	100	0	0	0	462	10	5	43	31	21	440
D. There is no match.	0										0						4	3	26	33	37	434
<b>How hard was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	17	1	100	0	0	0	0	0	0	470	17	100	0	0	0	470	17	5	44	31	20	441
B. about the same as my regular schoolwork	83	1	20	2	40	2	40	0	0	446	83	20	40	40	0	446	62	13	57	23	7	448
C. easier than my regular schoolwork	0										0						21	18	53	19	10	449
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	17	1	100	0	0	0	0	0	0	470	17	100	0	0	0	470	7	6	36	32	27	438
B. 30–45 minutes	0										0						25	7	52	28	12	444
C. 45–60 minutes	50	1	33	1	33	1	33	0	0	449	50	33	33	33	0	449	38	14	56	22	8	448
D. more than 60 minutes	33	0	0	1	50	1	50	0	0	441	33	0	50	50	0	441	30	18	56	19	7	449
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	0										0						3	4	36	31	28	438
B. two or three days a week	0										0						12	13	51	26	10	446
C. two or three times each month	33	0	0	1	50	1	50	0	0	441	33	0	50	50	0	441	32	15	58	20	7	449
D. never or almost never	67	2	50	1	25	1	25	0	0	455	67	50	25	25	0	455	53	11	53	25	11	446
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	0										0						26	12	50	25	13	445
B. two or three days a week	0										0						32	14	57	21	7	448
C. two or three times each month	67	1	25	1	25	2	50	0	0	446	67	25	25	50	0	446	26	13	56	22	8	448
D. never or almost never	33	1	50	1	50	0	0	0	0	458	33	50	50	0	0	458	17	9	50	27	13	444
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

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